




# 2002 AMENDMENTS to the Program of Studies: Junior High Schools

1. **Replace** (2001) front-end pages i to iv and Preamble pages 1 to 6 with **revised** (2002) front-end pages i to iv and Preamble pages 1 to 6.
2. HEALTH [Provincial Implementation September 2002]
  - **Replace** the Health and Personal Life Skills divider with the **new** Health and Life Skills divider.
  - **Replace** Health sections A., B. and C. with **new** Health and Life Skills, pages 1 to 27.
3. PHYSICAL EDUCATION
  - **Replace** Physical Education, pages 21 and 29, with **revised** pages 21 and 29.

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# PROGRAM *of* STUDIES

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## *Junior High Schools*

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This document reflects changes in the program of studies for junior high schools up to June 2002.

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# PROGRAM OF STUDIES: JUNIOR HIGH

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❶ Program information only.

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# INTRODUCTION

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## Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Alberta Learning Web site. Print copies are available for purchase from the LRC.

## Basic Learning Resources

Alberta Learning authorizes a variety of resources to support the programs of study. Complete listings of all resources are to be found in the *Learning Resources Centre Resources Catalogue*, or electronically through the:

- LRC Web site at <<http://www.lrc.learning.gov.ab.ca>>.

Resource listings can also be accessed through the:

- Authorized Resources Database at <<http://www.learning.gov.ab.ca>> under Kindergarten to Grade 12, Curriculum, Curriculum Resources.

## Alberta Learning Web Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found at <<http://www.learning.gov.ab.ca>> under Kindergarten to Grade 12.

# PROGRAM FOUNDATIONS

## Alberta's Learning System<sup>①</sup>

### Vision

Optimizing human potential.

### Mission

Alberta Learning's leadership and work with partners build a globally recognized lifelong learning community that enables Albertans to be responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society.

### Core Businesses

Basic learning:

- develop curriculum and set standards
- evaluate curriculum and assess outcomes
- certify teachers
- support students with special needs
- fund school authorities.

By:

- being learner-focused
- being flexible, responsive and innovative
- promoting seamless transitions and lifelong learning
- optimizing mobility and transferability
- establishing and maintaining effective partnerships and linkages
- providing system-wide planning, policy and information management
- evaluating performance and fostering continuous improvement
- assessing curriculum outcomes and certifying learner achievement
- ensuring system and fiscal accountability
- sharing information and achievements.

## Goals

The goals for Alberta's learning system outline government's ongoing aims and directions over the long term. To maintain a high-functioning society and prosperous economy, Alberta's learning system must:

- provide quality programs that are responsive, flexible, accessible and affordable
- enable learners to demonstrate high standards
- prepare learners for lifelong learning, work and citizenship
- develop and maintain effective relationships with partners
- operate responsively and responsibly.

These five goals support government's core businesses of people, prosperity and preservation and related goals.

## Basic Education in Alberta—the Definition<sup>②</sup>

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

<sup>①</sup> Excerpted from the *Alberta Learning 2001–2004 Business Plan*, April 10, 2001. The plan is available from the Communications Branch or through the Alberta Learning Web site at <[www.learning.gov.ab.ca](http://www.learning.gov.ab.ca)>.

<sup>②</sup> Excerpted from the *Policy, Regulations and Forms Manual*. This manual is available through the Alberta Learning Web site at <[www.learning.gov.ab.ca](http://www.learning.gov.ab.ca)>.

## Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method, the nature of science and technology, and their application to daily life
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- respect the cultural diversity and common values of Canada
- demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- know the basic requirements of an active, healthful lifestyle
- understand and appreciate literature, the arts and the creative process
- research an issue thoroughly, and evaluate the credibility and reliability of information sources
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- manage time and other resources needed to complete a task
- demonstrate initiative, leadership, flexibility and persistence

- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

## Standards for Student Learning

The Minister of Learning defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Learning assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

## Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise

employability skills. The Minister of Learning provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

## RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 50(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33;1990 c36 s16

# LEARNING RESOURCES

## Policy

Alberta Learning selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

## Learning Resource Categories

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by students or teachers to facilitate learning and teaching. Many learning resources, both publisher-developed and teacher-made, are available for use in implementing elementary, junior high and senior high programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Learning authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery. Under section 60(2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. Many school boards have delegated this power to approve resources to school staff or other board employees under section 61(1) of the *School Act*.

## Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Learning as the most appropriate for addressing the majority of outcomes of the course(s), substantial components of the course(s), or the most appropriate for

meeting general outcomes across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

## Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Learning to assist in addressing some of the outcomes of course(s) or components of course(s); or to assist in meeting the outcomes across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

## Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Learning (for example, by publishers) that have been reviewed by Alberta Learning, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of basic learning; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Learning are authorized by definition.

## Availability

Most authorized resources are available for purchase from the Learning Resources Centre (LRC), 12360 – 142 Street, Edmonton, Alberta, Canada, T5L 4X9. Telephone 780-427-5775, Fax 780-422-9750, Internet <<http://www.lrc.learning.gov.ab.ca>>.

Resources are listed in the *Learning Resources Centre Resources Catalogue* and at the LRC Web site. Resources are also listed in the Authorized Resources Database at the Alberta Learning Web site. See page 1.

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# HEALTH AND LIFE SKILLS KINDERGARTEN TO GRADE 9

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## PROGRAM RATIONALE AND PHILOSOPHY

Health and life skills involves learning about the habits, behaviours, interactions and decisions related to healthy daily living and planning for the future. It is personal in nature and involves abilities based on a body of knowledge and practice that builds on personal values and beliefs within the context of family, school and community. Some examples of these learnings include the ability of students to:

- make effective personal decisions for current and future issues and challenges
- plan and set goals
- employ critical reflection
- cope with change and transition
- manage stress
- analyze and manage career and health-related information
- recognize and expand personal skills
- recognize, explore and expand career opportunities and options
- explore service learning/volunteerism
- commit to lifelong learning.

The home, school and community play important roles in contributing to the healthy personal development of students, by providing an opportunity for them to consider information and acquire, practise and demonstrate strategies for dealing with the challenges of life and living.

The aim of the Health and Life Skills Kindergarten to Grade 9 Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning. Students also require a safe and caring school and community environment in which to explore ideas and issues surrounding personal choice, to seek accurate information, and to practise healthy behaviours.

### Comprehensive School Health

This health and life skills program of studies provides a basis for instruction in schools. To achieve overall health goals for students, curriculum connections between services and resources within the school and wider community are needed. A comprehensive school health approach is desirable.

A comprehensive school health model incorporates:

- health and physical education instruction that promotes improved commitment to healthy choices and behaviours

- health and community services that focus on health promotion and provision of appropriate services to students who need assistance and intervention
- environments that promote and support behaviours that enhance the health of students, families and school staff.

The health of students is viewed as an integral component of a larger system of health within the home, school and community environment. It involves the establishment of collaborative partnerships among students, parents, educators, health care professionals and other community supports to address social and environmental factors that influence and determine optimal health.

### **Responsible, Healthy Choices**

To make responsible and healthy choices, students need to know how to seek out relevant and accurate information. They learn health-related information from many sources, including home, school, peers, the community and the media. The health and life skills program assists students in identifying reliable sources of information and in becoming discerning consumers of health-related information. Students research, evaluate and synthesize information in an effort to understand health issues and to apply the learning to current and future personal situations.

Choices, as evidenced by related behaviour, are based on attitudes, beliefs and values. The family is the primary educator in the development of student attitudes and values. The school and community play a supportive and crucial role in building on these attitudes and values.

In the health and life skills program, students develop decision-making skills that build resiliency and self-efficacy, help expand strategies for coping, and support informed personal health practices. Students develop personal responsibility for health, learn to prevent or reduce risk, and have opportunities to demonstrate caring for self and others.

Students focus on personal and collective safety, as well as injury prevention. Outcomes related to

safety and injury prevention promote strategies to assess risk, to reduce potential harm, and to identify support systems for self and others. Students learn about products, substances and behaviours that may be injurious to their health. They also learn strategies to use in unsafe situations.

Students are encouraged to promote and maintain health as a valued and valuable resource, and to examine health issues and factors that promote or limit good health. They gain an understanding that, in addition to the effect of their individual behaviours on their health status, there are social and environmental factors that are beyond their immediate control, which also have a significant impact on their health.

In an environment of acceptance, understanding, respect and caring, students in the health and life skills program can learn to acknowledge and express personal feelings and emotions, as well as to appreciate the strengths and talents of self and others. There are opportunities for students to accept and appreciate diversity and the uniqueness of self and others in our global society. This program emphasizes healthy interactions and values, such as integrity, honesty and trust that underlie safe and caring relationships. Friendship skills are developed and then extended to incorporate skills for working in groups. Such skills include conflict management, consensus building, negotiation and mediation.

Students examine the various sources of stress in relationships, which include behaviour-related factors and those due to natural life cycle changes and transitions. They learn strategies to deal with unhealthy relationships, as well as traumatic events. Throughout the program, students build and expand upon safe and supportive networks for self and others that link the home, school and community.

Students also develop the skills of goal setting, prioritizing and balancing various roles and life/work priorities. As students develop decision-making skills, they begin to realize that the locus of control, or their ability to influence or control many outcomes and results, is within their own power.

Through the health and life skills program, students acquire a strong foundation of knowledge, skills and attitudes basic to employability. Successful careers are founded on a basis of self-knowledge, self-esteem, healthy interactions, lifelong learning and skill development. A fundamental aspect of career education is to move students from being dependent learners to being independent and interdependent, contributing citizens. Students gain confidence and a sense of commitment to family, school and community through opportunities for participation in cross-age interactions, volunteerism and meaningful involvement in a variety of activities.

Beginning in the early school years, students develop personal and group skills. These are reinforced as the program expands to include practical skills directly related to further education, job seeking and career path exploration. Skills related to the management of personal resources, such as time, energy, creativity, money and personal property, are essential elements that build personal capacity and lead toward future career productivity.

Students build upon the knowledge, skills and attitudes required to recognize opportunities, critically evaluate options and expand career strategies to meet current and future challenges.

### Human Sexuality Education

Human sexuality education is offered in Grade 4 to Grade 9 as a mandatory component of the program of studies. All human sexuality outcomes have been **boldfaced** and *italicized* to assist in identification of these outcomes.

Parents will retain the right to exempt their child from school instruction in human sexuality education.

Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction by their parents.

## GENERAL OUTCOMES

Three general outcomes serve as the foundation for the Health and Life Skills Kindergarten to Grade 9 Program of Studies.

### Wellness Choices

- *Students will* make responsible and informed choices to maintain health and to promote safety for self and others.

### Relationship Choices

- *Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

### Life Learning Choices

- *Students will* use resources effectively to manage and explore life roles and career opportunities and challenges.

The general outcomes are interrelated and interdependent. Each is to be achieved through a variety of experiences. The emphasis is on overall well-being. Students learn to enhance attitudes and behaviours that reflect healthy choices and reduce the potential for harm. They develop personal responsibility for health, and they demonstrate caring for others.

## SPECIFIC OUTCOMES

Each general outcome includes specific outcomes that students will achieve by the end of each grade. Specific outcomes within each grade are developmentally appropriate, building upon and making connections to prior learning.

Thus, the specific outcomes are progressive and lead to more developmentally complex thinking skills that address the interrelated dimensions of health: physical, emotional/social, mental/cognitive, spiritual. The specific outcomes incorporate the potential for students to extend and refine learning in real-life situations.

Depending on the learning context and developmental needs of students, outcomes can be integrated or reclustered within the grade, as appropriate.

Life skills are not learned in isolation. Students learn the importance of developing and maintaining support networks among family, peers and the community, and seeking reliable sources of information to assist self and others in making decisions, practising skills and managing challenges and opportunities.

Students experience and develop an internal locus of control through activities that empower them to make decisions. Through decision-making processes they choose their responses, anticipate consequences and learn to accept responsibility for the results, which establishes the basis for proactive choices and behaviours.

## **EXAMPLES**

Many of the specific outcomes are supported by examples. The examples do not form part of the required program but are provided as context for teaching.

## WELLNESS CHOICES

*Students will make responsible and informed choices to maintain health and to promote safety for self and others.*

Throughout the grades, students study active living, positive health habits, growth and change, body image, nutrition, substance awareness, and abuse awareness, as developmentally appropriate. Each grade level focuses on different aspects of these significant health issues.

Consideration about safety for self and others begins in the early grades and continues throughout the program, with a strong emphasis on the practice of behaviours leading to safety in the home, school and community.

Students address the physical, emotional and mental dimensions of safety as the program expands to include such negative behaviours as bullying and harassment. They identify appropriate safety behaviours to respond to potential risks. Specific practices for injury prevention are included throughout. Safety is

enhanced through the development of skills, qualities and attitudes leading to assertiveness and respect for self and others.

In middle and later years, emphasis shifts to an application of knowledge and the development of proactive strategies for personal health choices, resiliency, illness prevention and promoting health throughout the life cycle.

Students consider positive characteristics of healthy lifestyles, and give attention to the values that underlie individual choice and personal responsibility for the consequences of behaviours in the decision-making process. This process provides a basis for personal decision making regarding smoking, substance abuse, impairment, injury and abuse prevention, and other personal choice issues, such as sexual involvement. Sources of support to help students make healthy choices are identified throughout.

Human sexuality specific outcomes begin in Grade 4 and are **boldfaced** and *italicized* for easy identification.





## WELLNESS CHOICES

*Students will make responsible and informed choices to maintain health and to promote safety for self and others.*

### PERSONAL HEALTH

Kindergarten <i>Students will:</i>		Grade 1		Grade 2		Grade 3	
W-K.1	describe ways, and make choices, to be physically active daily	W-1.1	describe the health benefits of physical activity	W-2.1	describe the effects of combining healthy eating and physical activity	W-3.1	analyze the factors that affect choices for physical activity; e.g., the impact of technology/media
W-K.2	identify and use positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions	W-1.2	demonstrate positive hygiene and health care habits; e.g., habits to reduce germ transmission, habits for dental hygiene	W-2.2	examine the need for positive health habits; e.g., adequate sleep, sun protection	W-3.2	improve and practise positive health habits; e.g., lifting and carrying book bags/backpacks, maintaining good posture
W-K.3	identify general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape	W-1.3	identify the specific physical changes that occur during early childhood; e.g., dental changes	W-2.3	demonstrate appreciation for own body; e.g., make positive statements about activities one can do	W-3.3	examine that individuals grow through similar stages of development at different rates and at different times
W-K.4	identify external body parts, and describe the function of each	W-1.4	identify physical characteristics that make themselves both similar to and different from others	W-2.4	describe personal body image	W-3.4	recognize factors that influence unique body characteristics; e.g., genetics, body type, environment
W-K.5	recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks	W-1.5	recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast	W-2.5	classify foods according to <i>Canada's Food Guide to Healthy Eating</i> , and apply knowledge of food groups to plan for appropriate snacks and meals	W-3.5	apply guidelines from <i>Canada's Food Guide to Healthy Eating</i> to individual nutritional circumstances; e.g., active children eat/drink more
W-K.6	recognize that some household substances may be harmful; e.g., medication, household products	W-1.6	determine safe and responsible use of various household/garage substances	W-2.6	determine safe and responsible use of medications	W-3.6	describe the importance of decision-making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens

(continued on page 9)

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## WELLNESS CHOICES

*Students will make responsible and informed choices to maintain health and to promote safety for self and others.*

### PERSONAL HEALTH

Grade 4		Grade 5		Grade 6	
<i>Students will:</i>					
W-4.1	explore the connections among physical activity, emotional wellness and social wellness	W-5.1	examine the impact of physical activity, nutrition, rest and immunization on the immune system	W-6.1	evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection
W-4.2	examine the impact of environmental factors on personal health, and develop positive environmental health habits; e.g., exposure to the sun, second-hand smoke, noise, extreme cold/heat	W-5.2	assess the importance of regular hygiene practices during adolescence; e.g., control of body odour, control of acne, maintenance of fresh breath	W-6.2	determine the health risks associated with the sharing of personal care items; e.g., articles of clothing, food/drinks, brushes, lip gloss
W-4.3	<i>describe physical, emotional and social changes that occur during puberty; e.g., menstruation, secondary sexual characteristics, changing identity and moods</i>	W-5.3	<i>identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception</i>	W-6.3	<i>identify and describe the stages and factors that can affect human development from conception through birth</i>
W-4.4	examine the various factors that influence body image; e.g., culture, media, peers, role models, weight loss industry	W-5.4	examine the impact that changes in interests, abilities and activities may have on body image	W-6.4	examine how health habits/behaviours influence body image and feelings of self-worth
W-4.5	analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins	W-5.5	examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes	W-6.5	analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants
W-4.6	examine and evaluate the health risks associated with smoking and various forms of tobacco	W-5.6	examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness; e.g., physical, emotional, social	W-6.6	<i>examine and evaluate the risk factors associated with exposure to blood-borne diseases—HIV, AIDS, hepatitis B/C; e.g., sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active</i>

(continued on page 10)

**Home, school and community partnerships are critical to the delivery of this program of studies.**

Please note that boldfaced and italicized outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction.



## WELLNESS CHOICES

*Students will make responsible and informed choices to maintain health and to promote safety for self and others.*

### PERSONAL HEALTH

Grade 7		Grade 8		Grade 9	
<i>Students will:</i>					
W-7.1	compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection	W-8.1	examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs	W-9.1	use knowledge of a healthy, active lifestyle to promote and encourage family/peer/ community involvement
W-7.2	examine personal grooming/cleanliness, and evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices	W-8.2	analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium	W-9.2	analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture
W-7.3	<i>examine the human reproductive process, and recognize misunderstandings associated with sexual development</i>	W-8.3	<i>recognize and accept that individuals experience different rates of physical, emotional, sexual and social development</i>	W-9.3	<i>apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk</i>
W-7.4	analyze the messages and approaches used by the media to promote certain body images and lifestyle choices	W-8.4	develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look	W-9.4	analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal
W-7.5	relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity	W-8.5	evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods	W-9.5	develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines
W-7.6	analyze social factors that may influence avoidance and/or use of particular substances	W-8.6	analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving	W-9.6	analyze addictions; e.g., stages, kinds, and resources available to treat addictions

(continued on page 11)

**Home, school and community partnerships are critical to the delivery of this program of studies.**

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## WELLNESS CHOICES

*Students will make responsible and informed choices to maintain health and to promote safety for self and others.*

## SAFETY AND RESPONSIBILITY

Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will:</i> (continued from page 6)			
W-K.7 identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone	W-1.7 describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you	W-2.7 identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions	W-3.7 identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares
W-K.8 identify safety symbols; e.g., Block Parents, hazardous goods symbols	W-1.8 determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours	W-2.8 describe and apply communication safety behaviours at home; e.g., answering the door/telephone	W-3.8 employ practices that provide safety for self and others; e.g., describe strategies for safely preparing and storing food
W-K.9 describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground	W-1.9 describe and apply appropriate street safety behaviours in the community; e.g., as a pedestrian, passenger, cyclist	W-2.9 describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates	W-3.9 describe, apply and analyze appropriate safety behaviours in the local community; e.g., street, railway crossings, dugouts, farm equipment, waterfront
W-K.10 describe and demonstrate ways to be safe at home and away from home; e.g., demonstrate telephone skills, and know when to share personal information	W-1.10 recognize community helpers, and identify how to seek their help; e.g., appropriate use of 911	W-2.10 identify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours	W-3.10 describe and apply age-appropriate behaviours when encountering an emergency; e.g., call for assistance, do not move an injured person

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## WELLNESS CHOICES

*Students will make responsible and informed choices to maintain health and to promote safety for self and others.*

### SAFETY AND RESPONSIBILITY

#### Grade 4

*Students will:*

*(continued from page 7)*

#### Grade 5

#### Grade 6

W-4.7 describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies

W-5.7 identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture

W-6.7 identify and communicate values and beliefs that affect healthy choices

W-4.8 expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines

W-5.8 promote safety practices in the school and community

W-6.8 analyze how laws, regulations and rules contribute to health and safety practices

W-4.9 describe ways to respond appropriately to potentially dangerous situations related to environmental conditions; e.g., lightning, avalanches, tornadoes

W-5.9 determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines

W-6.9 evaluate the impact of personal behaviour on the safety of self and others

W-4.10 describe and demonstrate ways to assist with the safety of others; e.g., helping younger children play safely and cross streets safely

W-5.10 describe and demonstrate ways to assist with injuries of others; e.g., basic first aid

W-6.10 demonstrate responsibility for, and skills related to, the safety of self and others; e.g., baby-sitting, staying home alone, demonstrating Heimlich manoeuvre/abdominal thrust techniques

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## WELLNESS CHOICES

*Students will make responsible and informed choices to maintain health and to promote safety for self and others.*

## SAFETY AND RESPONSIBILITY

### Grade 7

### Grade 8

### Grade 9

*Students will:*

*(continued from page 8)*

W-7.7 analyze the definition, effects and possible consequences of various forms of harassment

W-8.7 *determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse*

W-9.7 *evaluate implications and consequences of sexual assault on a victim and those associated with that victim*

W-7.8 analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety

W-8.8 identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights

W-9.8 develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks

W-7.9 identify basic workplace safety procedures

W-8.9 describe rights and responsibilities of employers and employees in relation to workplace safety

W-9.9 analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards

W-7.10 identify and examine potential sources of physical/emotional/social support

W-8.10 develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit

W-9.10 assess the quality and reliability of health information provided by different sources; e.g., on the Internet

*(continued)*

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## WELLNESS CHOICES

*Students will make responsible and informed choices to maintain health and to promote safety for self and others.*

## SAFETY AND RESPONSIBILITY

### Grade 7

*Students will:*

*(continued)*

### Grade 8

### Grade 9

W-7.11 identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding

W-8.11 identify and develop personal resiliency skills; e.g., planning skills, social competence

W-9.11 use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour

W-7.12 *identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture*

W-8.12 *identify and describe the responsibilities and consequences associated with involvement in a sexual relationship*

W-9.12 *determine "safer" sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly*

W-7.13 *examine the influences on personal decision making for responsible sexual behaviour*

W-8.13 *describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV*

W-9.13 *identify and describe the responsibilities and resources associated with pregnancy and parenting*

W-7.14 *examine abstinence and decisions to postpone sexual activity as healthy choices*

W-8.14 *identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills*

W-9.14 *develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour*

**Home, school and community partnerships are critical to the delivery of this program of studies.**

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## RELATIONSHIP CHOICES

*Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.*

Awareness of personal feelings, appropriate expression of feelings and the learning of a vocabulary to express feelings begins in Kindergarten. In later grades, students learn coping behaviours to deal with worries and fears. They learn about handling mood swings, persistent negative feelings and the symptoms of suicide, with emphasis on the value of seeking help and talking to others.

Students learn the characteristics of healthy relationships. They learn that the development and maintenance of effective relationships requires the communication skills of listening, expressing needs and emotions, and providing feedback. Interwoven throughout is the awareness that students are not alone. They learn about support networks, mentors, and developing healthy relationships and positive interdependence.

Students learn how to maintain relationships and how to deal with change and transitions in a variety of life roles. They build a capacity to adapt and respond to the many aspects of change; e.g., family life cycle, school transitions, growth and development. As well, students develop and expand personal and community support networks for assistance in meeting the challenges of life.

Students learn to value the strengths and gifts of self and others. This knowledge is essential in order to build on team strengths and diversity to create opportunity for all members to make a valued contribution. Mutual support is reinforced as essential group skills are learned, such as conflict management, cooperation and effective decision-making skills. This leads to an understanding of group dynamics and skills for effective team membership.

Awareness of the uniqueness of self and others is fundamental. Concern for the welfare of others, not only for self, is an important aspect of healthy relationships. These strategies for managing relationships successfully are important life skills that are transferable to a variety of family, social and school/work settings.





## RELATIONSHIP CHOICES

*Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

### UNDERSTANDING AND EXPRESSING FEELINGS

Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will:</i>			
R-K.1 demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement	R-1.1 recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal	R-2.1 recognize that individuals make choices about how to express feelings; e.g., frustration	R-3.1 recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others
R-K.2 explore the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay	R-1.2 identify physiological responses to feelings; e.g., being sad can make you tired	R-2.2 become aware that the safe expression of feelings is healthy	R-3.2 demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings
R-K.3 identify situations where strong feelings could result	R-1.3 identify positive and negative feelings associated with stress/change	R-2.3 identify possible psychological and physiological responses to stress	R-3.3 develop, with guidance, strategies to deal with stress/change
R-K.4 identify and begin to demonstrate effective listening; e.g., actively listen, respond appropriately	R-1.4 compare and contrast positive and negative nonverbal communication and associated feelings; e.g., positive and negative touches	R-2.4 develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell	R-3.4 develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger

(continued on page 17)

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## RELATIONSHIP CHOICES

*Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

### UNDERSTANDING AND EXPRESSING FEELINGS

Grade 4		Grade 5		Grade 6	
<i>Students will:</i>					
R-4.1	recognize that individuals can have a positive and negative influence on the feelings of others	R-5.1	recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt	R-6.1	recognize that individuals can choose their own emotional reactions to events and thoughts
R-4.2	identify and use short-term strategies for managing feelings; e.g., dealing with excitement, anger, sadness, jealousy	R-5.2	identify and use long-term strategies for managing feelings; e.g., dealing with disappointment, discouragement	R-6.2	establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings
R-4.3	recognize that management of positive/negative stress can affect health	R-5.3	recognize that stressors affect individuals differently, and outline ways individuals respond to stress	R-6.3	develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity
R-4.4	demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others	R-5.4	practise effective communication skills; e.g., active listening, perception checks	R-6.4	identify, analyze and develop strategies to overcome barriers to communication

(continued on page 18)

Home, school and community partnerships are critical to the delivery of this program of studies.



## RELATIONSHIP CHOICES

*Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

### UNDERSTANDING AND EXPRESSING FEELINGS

Grade 7		Grade 8		Grade 9	
<i>Students will:</i>					
R-7.1	analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism	R-8.1	describe characteristics of persistent negative feeling states; e.g., depression, mood disorders	R-9.1	identify appropriate strategies to foster positive feelings/ attitudes
R-7.2	analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals	R-8.2	describe signs associated with suicidal behaviour, and identify interventional strategies	R-9.2	analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful
R-7.3	identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection	R-8.3	evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours	R-9.3	analyze, evaluate and refine personal strategies for managing stress/crises
R-7.4	analyze and practise constructive feedback; e.g., giving and receiving	R-8.4	analyze the effects of self-concept on personal communication	R-9.4	analyze, evaluate and refine personal communication patterns

(continued on page 19)

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## RELATIONSHIP CHOICES

*Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.*

### INTERACTIONS

Kindergarten <i>Students will:</i> (continued from page 14)		Grade 1	Grade 2	Grade 3
R-K.5	identify ways of making friends; e.g., introduce self, invite others to join activities	R-1.5 identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening	R-2.5 demonstrate ways to show appreciation to friends and others	R-3.5 develop strategies to build and enhance friendships
R-K.6	demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play	R-1.6 examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g., inviting others to join	R-2.6 develop strategies to show respect for others; e.g., show interest when others express feelings, offer support	R-3.6 demonstrate inclusive behaviours regardless of individual differences or circumstances; e.g., physical, emotional, cultural, economic
R-K.7	identify causes of conflict in school or in play, and, with adult assistance, suggest simple ways to resolve conflict	R-1.7 demonstrate simple ways to resolve conflict, with limited adult assistance; e.g., agree to try to solve the problem	R-2.7 demonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise	R-3.7 examine the effects of conflict on relationships

### GROUP ROLES AND PROCESSES

Kindergarten <i>Students will:</i>		Grade 1	Grade 2	Grade 3
R-K.8	demonstrate sharing behaviour; e.g., at home and in school	R-1.8 work cooperatively with a partner; e.g., take turns, respect space and property of others	R-2.8 recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer	R-3.8 develop skills to work cooperatively in a group
R-K.9	recognize that individuals are members of various and differing groups	R-1.9 recognize and accept individual differences within groups; e.g., one's own family	R-2.9 explain how groups can contribute to a safe and caring environment	R-3.9 encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## RELATIONSHIP CHOICES

*Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

### INTERACTIONS

#### Grade 4

*Students will:*

*(continued from page 15)*

#### Grade 5

#### Grade 6

R-4.5 identify changes that may occur in friendships, and explore strategies to deal with changes

R-5.5 identify possible changes in family relationships, and explore strategies for dealing with change; e.g., loss

R-6.5 develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy

R-4.6 identify and describe ways to provide support to others; e.g., help a friend deal with loss

R-5.6 investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships

R-6.6 develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community

R-4.7 practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language

R-5.7 apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions

R-6.7 apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives

### GROUP ROLES AND PROCESSES

#### Grade 4

*Students will:*

#### Grade 5

#### Grade 6

R-4.8 describe and accept roles and responsibilities within a group

R-5.8 develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations

R-6.8 analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community

R-4.9 assess how to act as important role models for others

R-5.9 explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members

R-6.9 make decisions cooperatively; e.g., apply a consensus-building process in group decision making

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## RELATIONSHIP CHOICES

*Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.*

### INTERACTIONS

#### Grade 7

*Students will:*

*(continued from page 16)*

#### Grade 8

#### Grade 9

R-7.5	examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex	R-8.5	develop strategies for maintaining healthy relationships	R-9.5	describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships
R-7.6	explore and evaluate the impact of media violence on relationships	R-8.6	describe and provide examples of ethical behaviour in relationships; e.g., integrity	R-9.6	model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner
R-7.7	evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose	R-8.7	develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts	R-9.7	refine personal conflict management skills; e.g., negotiation, mediation strategies

### GROUP ROLES AND PROCESSES

#### Grade 7

*Students will:*

#### Grade 8

#### Grade 9

R-7.8	analyze the potential effects of belonging to a group, team, gang	R-8.8	describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team	R-9.8	analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills
R-7.9	develop group goal-setting skills; e.g., collaboration	R-8.9	describe the characteristics of, and demonstrate skills of, an effective leader and group member	R-9.9	evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## LIFE LEARNING CHOICES

*Students will use resources effectively to manage and explore life roles and career opportunities and challenges.*

Students begin to develop practices, knowledge and skills related to career development in Kindergarten. They learn to respect the property of others and to understand the concepts of consequences and accountability. They grow to assume responsibility for choices related to their learning environment.

Learning strategies involve self-management. Self-direction and personal responsibility are developed as students learn to organize and manage their own resources of time, energy, money and personal property. Managing resources requires goal-setting skills.

Students in the upper grades learn about leadership and learning styles. They begin to appreciate that self-knowledge is basic to decisions made in leadership roles.

Specific, learning-related outcomes start by recognizing the strengths, interests, attributes and

skills of self and others as a basis for understanding that opportunities and possibilities for learning are ever present and lifelong. Discovering a variety of ways to learn and contribute to the family, school, community and environment is an essential transferable skill to the world of work. This significant aspect of career development sets the stage for exploring career interests and choices.

As students progress through the grades they note changes in, and an expanding of, their interests and talents. They relate their strengths, skills and talents to potential career roles. An awareness of career possibilities increases as they use a variety of sources to explore career clusters and paths. Students consider factors that influence career selection, such as family, society and stereotyping. By Grade 9, students begin to develop résumé writing and job search skills.

Service learning is explored and experienced at each grade level. These experiences provide students with opportunities to learn, practise and refine skills while making meaningful contributions to their families, schools and communities.





## LIFE LEARNING CHOICES

*Students will use resources effectively to manage and explore life roles and career opportunities and challenges.*

### LEARNING STRATEGIES

Kindergarten <i>Students will:</i>	Grade 1	Grade 2	Grade 3
L-K.1 select, engage in and complete some independent learning tasks; and seek assistance, as necessary	L-1.1 demonstrate independence in completing tasks and activities, when appropriate	L-2.1 demonstrate organizational skills; e.g., notebook organization, desk organization	L-3.1 develop and demonstrate test-taking skills; e.g., adequate preparation, predicting questions, dealing with test anxiety
L-K.2 demonstrate curiosity, interest and persistence in learning activities	L-1.2 explore different ways to know, or come to know, new things; e.g., seeing, smelling, touching	L-2.2 identify personal behaviours that show readiness to learn	L-3.2 identify ways individuals learn in various environments
L-K.3 develop an awareness of situations where decisions are made	L-1.3 identify steps of a decision-making process for an age-appropriate issue	L-2.3 apply the decision-making process for age-appropriate issues	L-3.3 generate alternative solutions to a problem, and predict consequences of solutions; e.g., how they could affect physical, emotional, social wellness
L-K.4 N/A	L-1.4 define a goal, and recognize that setting goals helps accomplish tasks	L-2.4 recognize that it takes time and effort to accomplish goals	L-3.4 identify the steps of the goal-setting process, and apply these components to short-term personal goals

*(continued on page 25)*

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## LIFE LEARNING CHOICES

*Students will use resources effectively to manage and explore life roles and career opportunities and challenges.*

### LEARNING STRATEGIES

Grade 4	Grade 5	Grade 6
<i>Students will:</i>		
L-4.1 develop and apply skills for personal organization/study; e.g., use an effective environment, implement a study plan	L-5.1 identify and implement an effective time management plan; e.g., prioritize goals	L-6.1 expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking
L-4.2 identify ways individuals continue to learn throughout their lives	L-5.2 affirm personal skill development; e.g., identify and analyze changes in personal interests, strengths and skills	L-6.2 identify personal skills, and skill areas, for development in the future
L-4.3 demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results	L-5.3 investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making	L-6.3 analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered
L-4.4 distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals	L-5.4 analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits	L-6.4 identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans

*(continued on page 26)*

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## LIFE LEARNING CHOICES

*Students will use resources effectively to manage and explore life roles and career opportunities and challenges.*

### LEARNING STRATEGIES

Grade 7	Grade 8	Grade 9
<i>Students will:</i>		
L-7.1 develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style	L-8.1 determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest	L-9.1 apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination
L-7.2 practise ways to extend personal capacity for learning; e.g., positive self-talk, affirmations	L-8.2 examine learning priorities, and implement a learning plan	L-9.2 relate the value of lifelong learning to personal success and satisfaction
L-7.3 differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept "no" from others	L-8.3 identify components of ethical decision making, and apply these concepts to personal decision making	L-9.3 use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices
L-7.4 revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community	L-8.4 begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills	L-9.4 refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers

(continued on page 27)

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## LIFE LEARNING CHOICES

*Students will use resources effectively to manage and explore life roles and career opportunities and challenges.*

### LIFE ROLES AND CAREER DEVELOPMENT

Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will:</i> (continued from page 22)			
L-K.5 express preferences, and identify basic personal likes and dislikes	L-1.5 recognize interests, strengths and skills of self	L-2.5 recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills	L-3.5 examine personal skills and assets; e.g., physical, verbal, intellectual
L-K.6 demonstrate awareness of the ways in which people take care of responsibilities in the home and school	L-1.6 demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work	L-2.6 recognize that each individual has many roles in life; e.g., friend, sister	L-3.6 examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend

### VOLUNTEERISM

Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will:</i>			
L-K.7 identify ways to help	L-1.7 describe ways people volunteer in the school and in the community	L-2.7 explain why volunteerism is important	L-3.7 assess how individual contributions can have a positive influence upon the family, school and community
L-K.8 perform volunteer tasks as a class; e.g., draw pictures to show appreciation	L-1.8 select and perform volunteer tasks in the classroom	L-2.8 select and perform volunteer tasks in the school	L-3.8 select and perform volunteer tasks as a class or as a group

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## LIFE LEARNING CHOICES

*Students will* use resources effectively to manage and explore life roles and career opportunities and challenges.

### LIFE ROLES AND CAREER DEVELOPMENT

#### Grade 4

*Students will:*

*(continued from page 23)*

#### Grade 5

#### Grade 6

L-4.5 relate personal interests to various occupations

L-5.5 relate personal skills to various occupations

L-6.5 relate knowledge, skills and attitudes of a successful student to those of successful workers

L-4.6 recognize that personal roles will change over time and circumstances

L-5.6 assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media

L-6.6 analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level

### VOLUNTEERISM

#### Grade 4

*Students will:*

#### Grade 5

#### Grade 6

L-4.7 describe the impact of service contributions on self; e.g., increase in self-worth, confidence and understanding of others

L-5.7 identify, within the school, the volunteer service accomplishments of staff and students

L-6.7 identify the volunteer accomplishments of the community, and communicate information and appreciation

L-4.8 select, perform as a class and analyze volunteer accomplishments; e.g., participate in spring cleanup, collect used eyeglasses

L-5.8 develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies

L-6.8 analyze and assess the impact of volunteerism in the school and community

**Home, school and community partnerships are critical to the delivery of this program of studies.**



## LIFE LEARNING CHOICES

*Students will use resources effectively to manage and explore life roles and career opportunities and challenges.*

## LIFE ROLES AND CAREER DEVELOPMENT

### Grade 7

### Grade 8

### Grade 9

*Students will:*

*(continued from page 24)*

L-7.5 create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation

L-8.5 update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths

L-9.5 extend and improve a personal portfolio; e.g., include sample application form, personal résumé, answers to typical interview questions

L-7.6 examine factors that may influence future life role/education/career plans; e.g., technology, role models

L-8.6 investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media

L-9.6 develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind

## VOLUNTEERISM

### Grade 7

### Grade 8

### Grade 9

*Students will:*

L-7.7 determine and use knowledge and skills of the class to promote school and community health

L-8.7 relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community

L-9.7 analyze the potential impact of volunteerism on career opportunities

L-7.8 apply effective group skills to design and implement a school-community health enhancement plan; e.g., plant trees in playgrounds to provide future shade

L-8.8 investigate the characteristics of a mentor, and practise mentorship in a group setting

L-9.8 investigate personal safety procedures for working as a volunteer; e.g., work in pairs

**Home, school and community partnerships are critical to the delivery of this program of studies.**





## GENERAL OUTCOME B

*Students will understand, experience and appreciate the health benefits that result from physical activity.*

### Physical Education 10 [B10–]

### Physical Education 20 [B20–]

### Physical Education 30 [B30–]

*Students will:*

#### Functional Fitness

- |  |   |  |
|--|---|--|
| B10–1 design, analyze and modify nutrition programs that will positively affect performance in physical activity     | B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition | B30–1 design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance |
| B10–2 demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness | B20–2 add to the variety of ways for achieving a personal functional fitness level  | B30–2 appraise different activities and their effects on a personal functional level of fitness  |
| B10–3 plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration   | B20–3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity                             | B30–3 evaluate, monitor and adapt fitness plans for self and others, applying the principles of training   |

#### Body Image

- |  |  |  |
|--|--|--|
| B10–4 acknowledge and analyze the media and peer influences on body image  | B20–4 interpret the impact of the media and peer influences on body image  | B30–4 interpret and evaluate the impact of the media and peer influences on body image                                   |
| B10–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity | B20–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity | B30–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity |

#### Well-being

- |   |   |   |
|---|---|---|
| B10–6 clarify the positive benefits that occur as a result of participation in physical activity  | B20–6 analyze the positive benefits gained from physical activity                 | B30–6 predict the positive benefits gained from physical activity                 |
| B10–7 understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR) | B20–7 understand the consequences and risks associated with an inactive lifestyle | B30–7 understand the consequences and risks associated with an inactive lifestyle |
| B10–8 select and perform appropriate physical activities for personal stress management and relaxation  | B20–8 design and implement a plan for personal stress management                  | B30–8 monitor and evaluate the plan for personal stress management                |

**All outcomes are achieved through active and safe participation in physical education.**



## GENERAL OUTCOME C

*Students will interact positively with others.*

Kindergarten [CK-]	Grade 1 [C1-]	Grade 2 [C2-]	Grade 3 [C3-]
<i>Students will:</i>			
<b>Communication</b>			
CK-1 begin to develop respectful communication skills appropriate to context	C1-1 develop and demonstrate respectful communication skills appropriate to context	C2-1 identify and demonstrate respectful communication skills appropriate to context	C3-1 describe and demonstrate respectful communication skills appropriate to context
CK-2 N/A	C1-2 N/A	C2-2 N/A	C3-2 N/A
<b>Fair Play</b>			
CK-3 identify and demonstrate etiquette and fair play	C1-3 identify and demonstrate etiquette and fair play	C2-3 identify and demonstrate etiquette and fair play	C3-3 identify and demonstrate etiquette and fair play
<b>Leadership</b>			
CK-4 experience different roles in a variety of physical activities	C1-4 identify different roles in a variety of physical activities	C2-4 accept responsibility for assigned roles while participating in physical activity	C3-4 accept responsibility for assigned roles while participating in physical activity
<b>Teamwork</b>			
CK-5 display a willingness to play alongside others	C1-5 display a willingness to play cooperatively with others in large and small groups	C2-5 display a willingness to play cooperatively with others of various abilities, in large or small groups	C3-5 display a willingness to share ideas, space and equipment when participating cooperatively with others
CK-6 N/A	C1-6 N/A	C2-6 N/A	C3-6 N/A

**All outcomes are achieved through active and safe participation in physical education.**



## GENERAL OUTCOME D

*Students will assume responsibility to lead an active way of life.*

### Physical Education 10 [D10-]

### Physical Education 20 [D20-]

### Physical Education 30 D30-]

*Students will:*

#### Effort

D10-1 demonstrate a commitment to an active lifestyle through participation in and out of class

D20-1 model an active lifestyle

D30-1 model an active lifestyle

D10-2 develop a personal plan that is self-motivating and encourages ongoing participation

D20-2 refine a personal plan that is self-motivating and encourages ongoing participation

D30-2 recommend future changes and modifications to one's personal plan to maintain a healthy, active lifestyle

#### Safety

D10-3 select and apply rules, routines and procedures of safety in a variety of activities

D20-3 develop and apply safety standards and rules in a variety of activities

D30-3 develop and apply safety standards and rules in a variety of activities

D10-4 analyze, design and assess warm-up and cool-down activities

D20-4 analyze, design and assess warm-up and cool-down activities

D30-4 analyze, design and assess warm-up and cool-down activities

D10-5 define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others

D20-5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others

D30-5 apply the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others

**All outcomes are achieved through active and safe participation in physical education.**



## GENERAL OUTCOME D

*Students will assume responsibility to lead an active way of life.*

Kindergarten [DK-]	Grade 1 [D1-]	Grade 2 [D2-]	Grade 3 [D3-]
<i>Students will:</i>			
<b>Goal Setting/Personal Challenge</b>			
DK-6 participate in a class activity with a group goal; e.g., walk a predetermined distance	D1-6 participate in a class activity with a group goal; e.g., walk a predetermined distance	D2-6 practise setting a short-term goal related to positive effort to participate in a physical activity	D3-6 set and achieve a short-term goal to increase effort and participation in one area of physical activity
DK-7 make choices to be involved in a variety of movement experiences	D1-7 try a challenging movement experience based on personal abilities	D2-7 identify ways to change an activity to make it a challenge based on personal abilities	D3-7 identify ways to change an activity to make it a challenge based on personal abilities
<b>Active Living in the Community</b>			
DK-8 describe appropriate places for children to play	D1-8 identify and experience safe places to play in the community	D2-8 identify types of physical activities people choose within the community	D3-8 describe types of physical activities people choose within the community and reasons for their choices
DK-9 make choices to be active	D1-9 make decisions to be active	D2-9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment	D3-9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

**All outcomes are achieved through active and safe participation in physical education.**



